

ST MARTIN'S CE PRIMARY & NURSERY SCHOOL
GOVERNING BOARD MINUTES

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| FULL GOVERNING BOARD | | DATE: | 15th October 2018 |
| CHAired BY: John Clements (JC) | | CLERKED BY: Jacqueline Brooks (JB) | |
| GOVERNORS PRESENT: | | Also Present: | |
| Tania Beard (TB) John Clements (JC) Danielle Hamilton (DH) Caren Flicker (CF) Mel Turl (MT) Rick Walker (RW) Sheena Wright (SW) Andrew Wood (AW) Rev Lythan Nevard (LN) Vicky Keating (VK) Craig Jamieson (CJ) | | | |
| APOLOGIES: Lisa Malton (LM) | | | |
| Absent without apology: | | | |

Governor questions are highlighted in grey

| Agenda Items | |
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| 1. | <p><u>Opening Prayer & Welcome</u></p> <p>1. Opening Prayer taken by LN – this reflected on the staff input to the School Improvement Plan (SIP) Q&A which preceded the business part of the agenda and gave thanks to all that the staff do for the school community.</p> |
| 2. | <p><u>Apologies and sanctions of absence.</u></p> <p>1. LM has just been appointed as a Foundation Governor but was unable to attend today and had sent apologies. These were sanctioned by the GB.</p> |
| 3. | <p><u>Declarations of Interest & Correspondence</u></p> <p>1. No declarations of interest.</p> |

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| <p>4.</p> | <p><u>Minutes and matters arising from last meeting (16.7.18 and 17.9.18)</u></p> <p>1. Agreed as accurate by the Full GB and signed by those governors who had chaired these meetings.</p> <p>2. <u>Actions update 16.7.18 meeting:</u></p> <ul style="list-style-type: none"> • All actions completed <p>With regards to timeliness of DCC processing EHCPs, governors were updated that the only outstanding EHCPs are now those which are within timelines and as a result there is no need to escalate concerns to councilors at present.</p> <p>3. <u>Actions update 17.9.18 meeting</u></p> <ul style="list-style-type: none"> • Actions 1, 2 and 4 complete. • Action 3 still to be undertaken: JB to work with JC to coordinate mechanisms for seeking feedback from staff on the effectiveness of governor SIP monitoring. |
| <p>5.</p> | <p><u>Autumn Term 1 Headteacher Report and Data - Questions to the Headteacher</u></p> <p>1. TB received questions in advance from AW, JC and LN. TB noted that there was evidence of the clarity in governor analysis and thinking reflected in a number of questions being similar due to governors identifying the same key issues to question. Where TB provided written answers to governors prior to the meeting, these are included in italics.</p> <p>Questions from AW.</p> <ul style="list-style-type: none"> • AW was surprised to read that there are 18 spaces in reception and asked if there is an understanding of the reasons for this. <i>TB's response: "None in particular - just less children - we will only know if it is a trend when we get our figures in for the reception class for 2019-20 - I imagine this year group will grow throughout the year as new children join."</i> TB advised this will have a significant impact as funding for 2019-20 based on these numbers. It was noted that in previous years, there has often been an increase during the year – if this is the case, then TB can apply to DCC for growth funding. This is the first year that Reception numbers have been low. SW asked if all of the 42 came from the nursery. TB advised not. SW asked if any of the nursery children had chosen not to continue to Reception. MT advised this had only been the case if they were moving out of Cranbrook or had older siblings at Cranbrook Education Campus. This is not a retention issue. Actions: TB and MT to plan Reception Open Day and send information leaflets to local nurseries. SW asked if this was a low birth year. MT thought not. MT suggested that it may be the case that those school nurseries who are able to take children at an earlier age are more likely to see them continue in Reception there. • AW noted there is a reference of the impact of the reduced numbers on budgets going forward and asked if it is possible to project at this stage what this impact will be? <i>TB's response: "We have just attended the budget consultation and schools will be given their budgets at the end of February - each pupil is worth just over £3000 so multiply that by 18 and we will have £54000 less but this might not be the case due to other changes - we have thought through a couple of possible scenarios but won't be able to make any definite plans until we know our actual budget and until we know whether it is a trend or whether the next year we will be full in which case it is a blip. If we have had significantly more children into Reception over this year we can make a case for growth funding to the Local Authority."</i> • AW noted that the new SIAMS framework will assess the school's approach to supporting good mental health and asked if the strategy will cover both staff and pupils? <i>TB's response: "Yes it will - I can bring along the work that we did as a whole staff group on Monday to share with you and the other governors."</i> TB attended a session on Early Help |

for Mental Health, which included looking at collated school information and creating school specific mental health policies. Mental Health training 'Normal Magic' and '10 a Day' will be rolled out to parents and Year 6 ambassadors will be trained up to support younger children. A Mental Health display board will be created in school so it will be very visible. Schools are working to address the stigma around mental health, with the aim to work towards people seeing mental health in the same way as they see physical health. SW suggested it may be helpful to explore resources and research provided by the Child Outcomes Research Consortium. JC asked if there is anything which can be done to re-introduce clinical supervision for staff as this has now been withdrawn by Health. LN asked if the school could explore the costs of providing this directly. **Action: JC and TB to discuss how to move this forward and update governors at next meeting.**

Questions from LN

- LN asked if there were any particular reasons why Reception is not full, if this is likely to change during the year and if not, will it have implications for the future. TB response: *"We are not sure why reception numbers are low and this will have implications going forward as our funding for next year is based on the October census which took place last week. If numbers increase significantly over the year we will make an application to DCC as we will have had in year growth. We will look at numbers as they come in in April to see if they are low again - I think we may need to do some marketing at local nurseries if it looks like this is a continuing trend."*
- LN asked whether the number of Free School Meals falling will have an implication on Pupil Premium Spending and if a further drive is needed to get those eligible to sign up or will the fact that the criteria has changed make people more likely to apply (in a perverse way!) TB response: *"Less people are now eligible, Brigid has as part of her work on parental engagement to get as many signed up as possible but not as many people will be able to sign up. This will have a huge implication on our budget and what we can spend on disadvantaged children (the children have not stopped being disadvantaged the government have just changed the goalposts) - I have written to Dawn Stabb and Tatiana Wilson about my concerns - I have also spoken to John Clements and he is supporting us in getting questions answered at a higher level."* TB also advised that DCC have stated that there is no link between the introduction of universal credit and the fall in FSM children but this contradicts evidence seen by St. Martin's staff who have spoken with families who were previously entitled but are no longer able to receive FSM. Governors discussed both the implications for the school's funding and the potential impacts of these reductions with regards to mental health. **Action: TB to provide feedback to governors when response received from DCC ref concerns raised.**
- LN queried that the KS2 progress scores shows progress was made but it is a minus and asked if this was because not enough progress was made? TB response: *"It is measured against a national average - if we were in line with national we would be '0' but we made slightly less progress than national - last year our progress score was -4.1 and this year it is -0.5 so we have improved our score but still need to do more to be in line with national."* TB added there is a clear upward trajectory, shown by trends over a three-year period, especially in Key Stage 2. MT noted that data can also be based on a cohort which may include children who arrive late in the school year and are achieving at a lower level, but whose results are still included. Monitoring throughout the school shows progress growing incrementally each year. Governors were advised that within the current Nursery cohort, only 40% are at age related expectations and it is considered that the Reception year will not be sufficient time to move them all to reaching a good level of development (GLD). This will therefore be reflected in the future data.
- LN noted Nursery ARE progress seems very low and asked if this is an issue with this particular group, or if this something that is noticeable across schools? TB response: *"This isn't a progress score this is an attainment score and, yes, our children do come in very*

low. We can show that children who attend our nursery make progress across the year (or 2 years if they start in Nursery 1) and a greater % of these children are ARE on entering Reception than children we receive in from other nurseries. The hard work done by the Foundation Stage team does not always bear fruit by the end of Reception but you can see year on year progress when tracking cohorts in that there is an increase in numbers of children at ARE as they travel through the foundation stage and on into Year 1 and then Year 2. Tracking back from last year's Year 2 who achieved well this picture is very evident as it is even for this year's Year 2 who do have significant numbers of SEND." MT advised that there is a high level of need within the Nursery group, especially in the area of Speech and Language and these are not needs which are quick to be addressed. SW advised that nationally, it is being reported that children are starting school without the language skills they need to be able to access the curriculum. Speech and Language workers have also advised that for those children who have very low language skills, it is extremely difficult for them to catch up throughout their time in primary school. MT advised that in order to try and address this, a great deal of work is being developed across phases to enrich language development.

JC had asked the following questions:

- Within the performance data for each year what are the targets for each group so I can see if we are achieving, level with or possibly under? TB response: "We set the targets after we have the first half-term data drop once teachers have got to know their children - governors will then have a document like you did last year with the starting point, targets for end of year and tracking on a termly basis with the notes to go with it."
- How are the children assessed? Is each teacher making an assessment through general observation or are there specific tests that enable them to score? TB response: "Teachers use the outcomes from the National Curriculum to assess against and these have been put on our school tracking system (School Pupil Tracker Online) - teachers use this software to show what children have achieved - I can show this to governors - we have looked at it before but there are so many new governors that it might be worth looking at it again. It would certainly be a good thing for the governors with responsibility for 'Outcomes for Children' having a look at this. We also use the tracker on Accelerated Reader (AR) and termly tests in reading and maths. We moderate our writing with support from Babcock advisors and with groups of other schools - we also moderate writing at SLT when we do book scrutinies."
- Re Year 2, the performance for this cohort last year was below what we had hoped. The scores so far this year are lower than other year groups. Are they making progress from a low starting point or are the scores indicative of them not performing as well as we would like this year? If it is the latter what can we do realistically to accelerate their learning? TB response: "There are high numbers of SEND in this group but the acceleration from starting points is extremely encouraging - I will ask Nat and Emily to give us some books to look at so you can see the impact these two excellent teachers have already had. We have put additional TA support into these classes to ensure the needs of the less able are met and the children who are in line or above continue to make good progress and are not impacted by the SEND children."

6. Strategic Focus: Improving the confidence, aspirations and ambition of our children

1. JC's discussion paper on this topic had been circulated prior to the meeting. Governors agreed that exploring creative ways in which the school can build on existing strategies to develop children's aspirations and ambitions would add something 'extra' to the children at St. Martin's.

Governors discussed the following possibilities to consider:

- Holding 'I Want to Be...' sessions which encourage children to discuss and explore their ambitions.

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| | <ul style="list-style-type: none"> • Inspirational sessions where external people from different fields speak to the children about their roles • Offering 'Experience Days' (e.g. airport) so children have an insight in to the possibilities available to them • Developing links with local businesses to provide the above • Exploring whether the University of Exeter can provide any outreach sessions for children at primary school age • Exploring ways in which life skills can be learned and developed • Potentially creating a 'mini-Duke of Edinburgh' style award. Governors did query if the need for parental engagement and support with this might make it more complicated than other strategies to implement. <p>Action: LN, DH and MT to form working party with input from JC and AW to discuss and plan short and long term aims and actions. Update to be provided at Autumn 2 Full GB meeting.</p> |
| 7 | <p><u>Devon Funding Consultation</u></p> <p>1.TB and BT attended the recent consultation event, and discussed with JC afterwards. There was no real choice given to schools and little deliberation time provided. It was agreed that general support will be continued e.g. Behaviour Support, Admissions etc. Schools were advised that there is currently no specialist needs provision available in Devon.</p> |
| 8. | <p><u>Parental Engagement Strategy Update</u></p> <p>1. Governors have contributed to the Parents Charter document, including strengthening the celebration of impacts of parental engagement in school. TB will now finalise and then share with parents and the staff team.</p> <p>The impacts of staff commitments to developing engagement will be collated and fed back to governors at the Spring 1 Full GB meeting. Governors agreed that 'Parental Engagement Update' will become a standing item at Full GB agendas.</p> <p>Actions: JB to amend Cycle of Work to include new standing item on agendas.</p> <p><i>(SW left the meeting)</i></p> |
| 9. | <p><u>Safeguarding</u></p> <p>1. CF provided the following update:</p> <ul style="list-style-type: none"> • Four children in school under Child Protection • CF is awaiting a date for an initial Child Protection case conference for two children. • One child has moved to being a child in care • Two children who were under Child Protection are now Children in Need • Two Children in Need have now been taken off these plans • There are seven children in need (four families) • There are eleven Young Carers in school – these have been prioritized to have mentors allocated. <p>The GB agreed to enter Part 2 to discuss a safeguarding matter in more detail. The GB then agreed to return to Part 1.</p> <p>2. CF confirmed that all staff have attended the Safeguarding training, including new staff as part of their induction. Staff have also received training on harmful sexual behaviours. All governors have had a copy of the updated Keeping Children Safe in Education document.</p> |

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| | <p>3. There are now 30 children for whom English is an additional language.</p> <p>4. A new model Safeguarding policy was published this term. CF and LN have tailored this for St. Martin's and recommended its adoption by the GB. The GB agreed to adopt the new model policy. Action: JB to publish new policy on school website and shared Google drive, and to update policy review schedule.</p> |
| <p>10.</p> | <p><u>Budget Monitor Report</u></p> <p>1. VK's report had been circulated to governors prior to the meeting. The forecast is currently looking more positive than previously, in part as BT had been very prudent in planning in pay rises for teachers. The government will be funding salary costs over 1% for teachers which means that the school will now be able to use the contingency money set for this on other staffing costs.</p> |
| <p>11.</p> | <p><u>Governance</u></p> <p><u>1. Spring and Summer GB Training Sessions planning</u></p> <p>Spring session 21.1.18:</p> <ul style="list-style-type: none"> • SEN - Nenny Wright • Data. Action: TB to ask John Lunn to present. <p>Summer 29.4.18:</p> <ul style="list-style-type: none"> • Safeguarding – CF • New SIAMS framework. Action: JB to liaise with TB to arrange. <p>In addition, it was agreed that at the Spring Term 2 meeting (1.4.18) VK will provide an information session to governors on the budget and understanding school finance systems.</p> <p><u>2. Rota for attending Parents Evenings</u></p> <p>These will be held in the week beg. 12th November, Mon-Wed, 3.30-6.00pm. LN and CJ will attend Monday, AW on Tuesday. Other governors who wish to attend will email JB to confirm.</p> <p>In order to increase visibility of the GB, the following actions were agreed:</p> <ul style="list-style-type: none"> • JB to create photo sheet of governors and share with staff team • JB to take group photo of GB to publishing in school newsletter. <p>3. Evidence of governor impacts this term</p> <ul style="list-style-type: none"> • Governors have contributed to the development of the Parental engagement charter • LN attended the SIAMS training to understand the new framework • LN attended the Parent Engagement session on inset day. • DH attended the Admissions Code training which informed the policy review • AW has continued the work to pursue whether a school crossing could be created. • VK has worked with BT to ensure the budget functions and the GB is informed of developments • RW is working to develop the format of the Pupil Premium impact report • CJ will be taking part in the Health and Safety security check next week • JC worked on the Funding Consultation with TB • Ensuring meetings have a focus such as in item 6 demonstrates the changing culture of the GB to be more strategic and developmental. |

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| 12. | <p><u>Election of Vice-Chair</u></p> <p>1. The GB elected LN to be Vice-Chair until the end of the Autumn 1 Full GB meeting in 2019.</p> |
| 13. | <p><u>Discussion: 'How has this meeting benefited our children and contributed to the Christian distinctiveness of the school?'</u></p> <ul style="list-style-type: none"> • Governors attended the SIP Q&A session, asking questions related to their action plan and exploring future developments • Governors are supporting the school to effectively develop mental health support provision • Strategic focus is the centre of discussions, with the focus on enriching children's lives and developing their life skills, not just on the academic side. • Governors support for promoting parental and community engagement will positively contribute to its development. |

| <u>ACTIONS FROM THIS MEETING</u> | | |
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| <u>Action</u> | <u>Person responsible</u> | <u>Date to be completed by</u> |
| 1. Plan Open Day for Reception intake and send revised leaflets to local nurseries | MT and TB | 31.10.18 |
| 2. Feedback response to GB from Dawn Stabb re concerns about impact of reduced FSM numbers. | TB | When received |
| 3. Send out report on accelerated progress made in Year 2 with HT report. | TB | Spring 1 Full GB Meeting. |
| 4. Explore resources and research provided by Child Outcomes Research Consortium and inform governors of any findings relevant for St. Martin's. | TB | 10.12.18 |
| 5. Explore future provision of clinical supervision for staff in school and update governors. | JC and TB | 10.12.18 |
| 6. Form working party with input from JC and AW to discuss and plan short and long term aims and actions for improving the confidence, aspirations and ambition of children at St. Martin's. | LN, DH and MT | Update at 10.12.18 meeting. |
| 7. Discuss mechanisms for receiving feedback from staff on effectiveness of governance at St. Martin's. | JC and JB | 10.12.18 |
| 8. Liaise with TB, NW and CF to arrange training for Full GB in Spring and Summer terms. | JB | 30.11.18 |
| 9. Governors who wish to attend Parents Evenings on 12.11, 13.11 or 14.11 to notify JB. | | 8.11.18 |
| 10. Produce photo sheet of governors and circulate to staff. | JB | 30.11.18 |

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| 11. Amend Cycle of Work to include Update on Parental Engagement as a new standing item on Full GB agendas. | JB | 25.11.18 |
| 12. Liaise with John Lunn re providing training on data analysis at Spring GB Training Session. | TB | 30.11.18 |
| 13. Publish new Safeguarding policy on school website and shared Google drive, and to update policy review schedule. | JB | 15.11.18 |

SUMMARY OF DECISIONS

- The GB agreed to adopt the new model Safeguarding policy.
- The GB agreed to elect LN as Vice-Chair.

Next meeting: Monday, 10th December 2018

5.30-7.30pm

Signed as accurate by the Chair:

Name of Chair:

Date: